IMPLEMENTING COMMON CORE STATE STANDARDS IN MAINE
Making necessary shifts in curriculum and instruction

Shift		Description/Explanation	Evidence in CCSS Documents	What we need to do to implement CCSS	Resources for Professional Learning about the shifts
1	Staircase of Complexity	In order to prepare students for the complexity of college and career ready texts, each grade level requires a "step" of growth on the "staircase". Students read the central, grade appropriate text around which instruction is centered. Teachers are patient, create more time and space in the curriculum for this close and careful reading, and provide appropriate and necessary scaffolding and supports so that it is possible for students reading below grade level. Students acquire foundational reading skills that support their ability to read and interpret increasingly complex text independently.	**Appendix A**, Complexity, pages 2-16 Reading Foundational Skills, p. 17-22 **Appendix B**, Exemplars	• Understand what text complexity means • Understand the progression of foundational reading skills • Evaluate texts commonly used to determine level of complexity • Determine curriculum and instructional revisions needed (i.e. move texts, amend assignments, supplement units, etc.) • Implement protocol s for approving new text, assuring a staircase of complexity	**Appendix A:** http://www.maine.gov/education/lres/ela/documents/Common_Core_Standards-ELA_Appendix-A-Text_Complexity.pdf **Maine DOE PD site:** http://www.maine.gov/education/lres/ela/ccss_modules.html#mod2 **Appendix B:** http://www.maine.gov/education/lres/commoncore/documents/Common_Core_Standards-ELA_Appendix-B.pdf

| 2 | PK-5, Balancing Instruction of Informational & Literary Texts | Students read a true balance of informational and literary texts. Elementary school classrooms are, therefore, places where students access the world – science, social studies, the arts and literature – through text. At least 50% of what students read is informational. | **Introduction** to CCSS, pages 4 and 5

K-5 Reading Standards | • Understand the difference between literary texts, literary nonfiction, and informational texts
• Evaluate curriculum to determine breadth of texts used for instruction
• Determine curriculum, instructional, and professional development needs | Introduction: http://www.maine.gov/education/lres/ela/documents/ccss-ela-intro.pdf
K-5 Reading Standards: http://www.maine.gov/education/lres/ela/documents/ELA_Break-Down/Common_Core_Standards-ELA_Reading_K-5.pdf |
| 3 | 6-12, Knowledge in the Disciplines | Content area teachers outside of the ELA classroom emphasize literacy experiences in their planning and instruction. Students learn through domain specific texts across disciplines. They are expected to *learn* from what they read. Direct instruction of content specific literacy skills is critical. | **Standards for Literacy in History/Social Studies, Science, and Technical Subjects** | • Evaluate instructional practices in non-ELA classrooms to determine literacy instruction needs
• Provide PD and support to enhance literacy instruction specific to content areas | Reading: http://www.maine.gov/education/lres/ela/documents/Common_Core_Standards-Extended_Literacy-Reading__6-12.pdf or http://www.maine.gov/education/lres/ela/documents/Reading%206-12%20by%20CCR%20chart.pdf

Writing: http://www.maine.gov/education/lres/ela/documents/Common_Core_Standards-Extended_Literacy-Writing_6-12.pdf or http://www.maine.gov/education/lres/ela/documents/ccss-writing_chart.pdf |

| 4 | Text-based Answers | Students have rich and rigorous conversations which are dependent on a common text. Teachers insist that classroom experiences stay deeply connected to the text on the page and that students develop habits for making evidentiary arguments both in conversation, as well as in writing to assess comprehension of a text. | **Introduction**, page 8
Appendix B, Sample Student Performance Tasks
Appendix C, Sample Student Writing Exemplars
Reading, Writing, Speaking and Listening Standards | • Evaluate pattern of performance on constructed response items from existing assessment data to determine instructional adjustments
• Practice crafting questions that rely on close reading of a text
• Evaluate opportunities for rich and rigorous conversation about text
• Identify professional learning needs | Introduction:
http://www.maine.gov/education/lres/ela/documents/ccss-ela-intro.pdf

Framework for Success in Postsecondary Writing,
http://www.maine.gov/education/lres/ela/documents/framework-for-success-postsecondary-writing.pdf |
| 5 | Writing from Sources | Writing needs to emphasize use of evidence to inform or make an argument rather than the personal narrative and other forms of decontextualized prompts. While the narrative still has an important role, students develop skills through written arguments that respond to the ideas, events, facts, and arguments presented in the texts they read as well as other sources such as listening, viewing, or digital media. | **Introduction**, pages 7 and 8
Appendix A, pages 23-25
Appendix C, Sample Student Writing Exemplars | • Relative to Shift 4, the same data analysis applies
• Identify consistent requirement for use of evidence including evaluation of sources in curriculum
• Emphasize use of evidence to support analysis (less opinion/more informed judgment) | Introduction:
http://www.maine.gov/education/lres/ela/documents/ccss-ela-intro.pdf
Writing Text Types in App A:
http://www.maine.gov/education/lres/ela/documents/Common_Core_Standards-ELA_Appendix-A-Text_Types.pdf
Appendix C:
http://www.maine.gov/education/lres/commoncore/documents/Common_Core_Standards-ELA_Appendix-C.pdf |

| 6 | Academic Vocabulary | Students constantly build the vocabulary they need to access grade level complex texts. By focusing strategically on comprehension of pivotal and commonly found words (such as "discourse," "generation," "theory," and "principled") and less on esoteric literary terms (such as "onomatopoeia" or "homonym"), teachers constantly build students' ability to access more complex texts across the content areas. Instruction of words specific to a topic or content area (tier 3) is enhanced by the instruction of academic vocabulary applied across topics and content areas. | **Introduction**, page 8
Appendix A, pages 32-35 | • Evaluate pattern of performance in existing data
• Determine curriculum and instructional needs
• Emphasize strategies for understanding new words and concepts over learning lists of words
• Mine current research regarding effective practices to build word knowledge, *replacing outdated practices* | Introduction: http://www.maine.gov/education/lres/ela/documents/ccss-ela-intro.pdf
Vocabulary in App A: http://www.maine.gov/education/lres/ela/documents/Common_Core_Standards-ELA_Appendix-A-Vocabulary_000.pdf |